

Data Collection

Rapid Situational Analysis – Individual Interview

1) Site Assessment Form

Instructions: This form contains critical information to be gathered by an education specialist or generalist from primary sources during a rapid situation analysis. This form should be printed and sufficient copies handed to each member of the rapid situation analysis team. If there is only one person involved in the assessment, they should have multiple copies of this form.

Recommended Sources: The information in this form should be collected through key informant interviews. This involves identifying and discussing with community leaders, local education officials, principals, teachers, or representatives from active organizations in the area working with IDPs. Each interview with a key informant requires a separate form and careful, legible writing.

Unit of analysis: During a rapid community education and conflict assessment, it will not be possible to make site visits to a large number of individual schools / learning spaces. Therefore, this form is adapted and used to collect and record information on the impact the insurgency has had on all schools and learning spaces within an individual state (for example, a community or camp). Information will be collected from individual key informants; however the “community” level is the unit of analysis at which conclusions will be drawn.

General Information	
Form Number: _____	Date of assessment: ____/____/____ (dd/mm/yy)
Name(s) of Assessor(s): _____	Organization(s): _____
Location of Assessment	
Name of District / Admin level 1: _____	State: _____
Name of Sub-District / Admin level 2: _____	LGA: _____
Name of Site / Village / Admin level 3: _____ Community location _____ Name of site: _____	
Source of Information	
Main sources of information: (tick all that apply)	
<input type="checkbox"/> 1. Community Leader for IDPs(s)	<input type="checkbox"/> 3. Teacher(s) or other school personnel
<input type="checkbox"/> 2. Local Government Official(s)	<input type="checkbox"/> 4. IDP children and youth
<input type="checkbox"/> 5. Other (specify) _____	
To be filled at end of interview: In your opinion, how reliable is the information collected in this site location?	
<input type="checkbox"/> 1. Mostly reliable	<input type="checkbox"/> 2. Somewhat reliable
<input type="checkbox"/> 3. Not very reliable	

No.	Questions	Response categories
1. Access and Learning Environment		
1.1.	Since the INSURGENCY, around how many of the children previously in school are still attending schools / learning spaces in this community / site? A. Boys:	<input type="checkbox"/> 1. None / only a few (0-25%) <input type="checkbox"/> 2. Some (26- 50%) <input type="checkbox"/> 3. Many (51-75%) <input type="checkbox"/> 4. Almost all / all (76-100%)

No.	Questions	Response categories	
	B. Girls	<input type="checkbox"/> 1. None / only a few (0-25%) <input type="checkbox"/> 2. Some (26- 50%) <input type="checkbox"/> 3. Many (51-75%) <input type="checkbox"/> 4. Almost all / all (76-100%)	
1.2.	In this community / site, how many functioning schools / learning spaces were there before the crisis?	_ # of schools	
1.3.	How many of the schools / learning spaces are still functioning now (open and running a regular schedule of classes)?	_ # of schools	
1.4.	As a result of the INSURGENCY, how many IDPs are attending existing schools / learning spaces in the community:		
	A. IDPs attending existing schools	_ # of IDPs attending	
	B. IDPs not attending existing schools (state reasons)	_ # of IDPs not-attending	
1.5.	Are boys and girls at risk when they are in or travelling to schools / learning spaces in this community? If so, what are the new or increased risks since the insurgency?	1. For boys	2. For girls
	A. Exposure to school attacks or threat of attack	<input type="checkbox"/>	<input type="checkbox"/>
	B. Health risks from unsanitary conditions	<input type="checkbox"/>	<input type="checkbox"/>
	C. Unsafe buildings (for example, after an earthquake)	<input type="checkbox"/>	<input type="checkbox"/>
	D. Being sexually abused or exploited/ kidnapped	<input type="checkbox"/>	<input type="checkbox"/>
	E. Children without a parent or guardian (separated)	<input type="checkbox"/>	<input type="checkbox"/>
	F. Presence of armed groups	<input type="checkbox"/>	<input type="checkbox"/>
	G. Risk of recruitment, abduction, kidnapping, or trafficking	<input type="checkbox"/>	<input type="checkbox"/>
	H. Violent punishment	<input type="checkbox"/>	<input type="checkbox"/>
	I. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>
	Comments or additional information re risks:		
2. Teaching and Learning			
2.1.	Have schools / learning spaces in this community / site lost the following materials as a result of the INSURGENCY?	1. Yes	2. No
	A. Reading materials (textbooks)	<input type="checkbox"/>	<input type="checkbox"/>
	B. Teaching materials (such as blackboards)	<input type="checkbox"/>	<input type="checkbox"/>
	C. Furniture (such as desks, chairs, benches)	<input type="checkbox"/>	<input type="checkbox"/>
	D. Recreation supplies (such as sports equipment)	<input type="checkbox"/>	<input type="checkbox"/>
	E. Water supply	<input type="checkbox"/>	<input type="checkbox"/>
	F. Sanitation facilities	<input type="checkbox"/>	<input type="checkbox"/>
	G. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>
2.2.	What urgent messages or information is needed by children and youth in this community / site to protect themselves following and in the ongoing INSURGENCY?	1. Yes	2. No
	A. Peace education and conflict mitigation and resolution	<input type="checkbox"/>	<input type="checkbox"/>
	B. Attack or threat of attack - risk reduction or contingency	<input type="checkbox"/>	<input type="checkbox"/>
	C. Health, nutrition and hygiene promotion	<input type="checkbox"/>	<input type="checkbox"/>
	D. Violence prevention, including sexual and gender-based	<input type="checkbox"/>	<input type="checkbox"/>
	E. Unable to attend school	<input type="checkbox"/>	<input type="checkbox"/>

No.	Questions	Response categories	
	F. Language barriers	<input type="checkbox"/>	<input type="checkbox"/>
	G. Awareness of risks, such as during fuel/firewood collection	<input type="checkbox"/>	<input type="checkbox"/>
	H. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>
	Comments or additional information re vital information:		
3. Teachers and Other Education Personnel			
3.1.	Since the INSURGENCY, around how many of the teachers are still able to work?	<input type="checkbox"/> 1. None / only a few (0-25%) <input type="checkbox"/> 2. Some (26- 50%) <input type="checkbox"/> 3. Many (51-75%) <input type="checkbox"/> 4. Almost all / all (76-100%)	
	A. Male		
	B. Female:	<input type="checkbox"/> 1. None / only a few (0-25%) <input type="checkbox"/> 2. Some (26- 50%) <input type="checkbox"/> 3. Many (51-75%) <input type="checkbox"/> 4. Almost all / all (76-100%)	
4. Education Policy and Coordination			
4.1.	Are there currently any functioning groups present in this community / site that are supporting education? If so, who are they?	1. Yes (<i>specify names</i>)	
	A. Community Education Committees (such as PTA, SMCs)	<input type="checkbox"/>	_____
	B. Government Education Authorities	<input type="checkbox"/>	_____
	C. NGOs (local or international) or UN agencies	<input type="checkbox"/>	_____
	D. Other (specify) _____	<input type="checkbox"/>	_____
	Comments or additional information re existing education activities or groups:		
4.2.	Have the students or schools / learning spaces in this community / site received any of the following assistance? If so, from what source?	1. Yes (<i>specify sources</i>)	
	A. Educational materials (e.g. textbooks)	<input type="checkbox"/>	_____
	B. School tents	<input type="checkbox"/>	_____
	C. Teacher training	<input type="checkbox"/>	_____
	D. Other (specify) _____	<input type="checkbox"/>	_____
5. Community Participation			
5.1.	What support to education is most essential right now in this community / site?	(Ask them to list the top three)	
	A. Repairing damaged school buildings or facilities	1 st priority: _____	
	B. Establishing temporary spaces for learning, e.g. in tents	2 nd priority: _____	
	C. Ensuring safety of children and teachers	3 rd priority: _____	
	D. Replacing school materials		
	E. Finding teachers		
	F. Psychosocial support to teachers and students		
	G. School feeding		

No.	Questions	Response categories
	H. Other (specify) _____	
	Comments or additional information re community priorities:	
Overall comments and additional information:		

Data Collection

Rapid Situational Analysis – Focus Group Discussion

Guidance

*Themes for FGD will be used as per the categories in this tool and we will include an outline and training guide for enumerators administering the FGDs with children and parents in the 3 districts and 6 communities with pairs of male/female enumerators.

The guidance provided to the supervisors was to use the themes in the Individual Interview tool DO NOT ASK DIRECT QUESTIONS;

Access and Learning Environment

- Children; tell us about school, if you go and how many IDP children are attending school in the community; explain things that may help them or stop them from going.
- Parents; tell us about school, if you go and how many IDP children are attending school in the community; explain things that may help them or stop them from going.

Teaching and Learning

- Children and parents; In the class, school buildings or schools have you heard of teaching, reading, recreation or other sanitation or water supply interruptions ? – have you heard or seen of any issues like this when in school or around schools?
- Children and parents; What topics would be most important for protecting children and youth going to school here?

Teachers and Other Education Personnel

- Children/ parents: Do you know of any teachers here in this community? Tell us about the teachers?

Education Policy and Coordination

- Children / parents; Who is around helping out with education activities in this community? Are there groups of parents or agencies?

Community Participation

- Children/parents; what support to education is most essential right now in this community / site in your view?

Data Collection

Rapid Situational Analysis – Secondary Data Tool

2) Secondary Data Form

Instructions: This form contains information to be collected or compiled from secondary sources and will be used alongside the primary data collected using the Site Assessment Form to:

- Provide complete information needed to complete an initial snapshot what the education situation, including urgent issues for attention from other clusters that are relevant to education.
- Put the primary data into context, for instance by making comparisons with the pre-crisis situation to distinguish between chronic problems affecting education in the area and the specific effects of the emergency.

Recommended sources: The information for filling this form should be obtained from two main sources:

- Pre-crisis secondary data on population and key education indicators prior to the crisis. This can be obtained from Nigerian governments' Education Management Information Systems (EMIS), the National statistical bureaus, and national, regional, or global databases, such as DevInfo, UNICEF's MICS, EdStats, Some secondary data relevant to education that can be collected by the education or other clusters, UNOCHA and, where in place, the Humanitarian Information Centers (HICs) and or the HC of the country.

Unit of analysis: The information in this form should be filled for the lowest administrative unit for which reliable data is available. In many cases this will be at the District or equivalent level.

General Information				
Date of assessment: ___/___/___ (dd/mm/yy)				
Locations / administrative divisions covered: (list)				

No.	Questions	Response categories		
1. Affected Population and Areas				
1.1.	What is the population in the affected area in Yobe State?	<u># Male</u>	<u># Female</u>	<u># Total</u>
	A. Total population	_ _	_ _	_ _
	B. School age population	_ _	_ _	_ _
1.2.	What is the estimated percentage of the population affected by the INSURGENCY within Yobe State?	<u>% Male</u>	<u>% Female</u>	<u>% Total</u>
	A. Total population affected	_ _	_ _	_ _
	B. School age population affected	_ _	_ _	_ _
1.3.	How many schools are there in the affected areas in Yobe State?			
	A. Pre-schools	_ _	# of schools	
	B. Primary schools	_ _	# of schools	
	C. Secondary schools	_ _	# of schools	
	D. Non-formal education or training centers	_ _	# of centers	
	E. Tertiary schools (e.g. colleges)	_ _	# of schools	
	F. Other (specify e.g. religious)	_ _	#	

No.	Questions	Response categories		
2. Basic Features of the Education System				
2.1.	What is the school calendar followed in the affected areas?	<u>Start</u> ____/____/____ (dd/mm/yy)	<u>Finish</u> ____/____/____ (dd/mm/yy)	
2.2.	Are there learning centers in the affected areas? For youth? For girls	<u>Youth</u> ____	<u>Girls?</u> ____	
2.3.	What curricula are being used in schools / learning spaces in the affected areas?	(list subjects)		
2.4.	What are the language(s) of instruction in the schools / learning spaces in the affected areas?	(list languages % use)		
3. Pre-crisis Education Indicators				
3.1.	Prior to the insurgency, what were the net enrollment rates in the affected areas for: A. Pre-school B. Primary school C. Secondary school D. Non-formal education or training centers E. Religious Schools	<u>% Male</u> _ _ _ _ _ _ _ _ _ _	<u>% Female</u> _ _ _ _ _ _ _ _ _ _	<u>% Total</u> _ _ _ _ _ _ _ _ _ _
3.2.	Prior to the INSURGENCY, how many teachers were there in the affected area? A. Pre-school B. Primary school C. Secondary school D. Non-formal education or training centers E. Tertiary schools (e.g. colleges) F. Other (e.g. religious)	<u># Male</u> _ _ _ _ _ _ _ _ _ _	<u># Female</u> _ _ _ _ _ _ _ _ _ _	<u># Total</u> _ _ _ _ _ _ _ _ _ _
3.3.	Prior to the INSURGENCY, what was the average teacher to pupil ratio in the affected area for: A. Pre-school B. Primary school C. Secondary school	1 teacher for _ _ # of pupils 1 teacher for _ _ # of pupils 1 teacher for _ _ # of pupils		
3.4.	Prior to the INSURGENCY, what was the average student to textbook ratio in the affected area for: A. Primary school B. Secondary school	1 textbook for _ _ # of pupils 1 textbook for _ _ # of pupils		
4. Child Protection-related Issues				

No.	Questions	Response categories				
4.1.	Since the INSURGENCY, what are the estimated number of vulnerable children in the affected areas? A. Child headed households B. Children without a parent or guardian C. Children with disabilities D. Other vulnerable groups (specify)_____	# Boys	# Girls	# Total		
		<input type="text"/>	<input type="text"/>	<input type="text"/>		
		<input type="text"/>	<input type="text"/>	<input type="text"/>		
		<input type="text"/>	<input type="text"/>	<input type="text"/>		
		<input type="text"/>	<input type="text"/>	<input type="text"/>		
5. WASH-related Issues						
5.1.	Has access to safe water supplies by schools / learning spaces in the affected areas been decreased as a result of the INSURGENCY? If so, in around what proportion of the schools?	<input type="checkbox"/> 1. None / only a few (0-25%) <input type="checkbox"/> 2. Some (26- 50%) <input type="checkbox"/> 3. Many (51-75%) <input type="checkbox"/> 4. Almost all / all (76-100%)				
6. Health-related Issues						
6.1.	Since the emergency / crisis, what urgent health messages or information are needed by children and youth in the area? A. Water borne disease prevention B. Nutritional deficiency C. Where to access health services, including mental health / psychosocial support D. Other (specify) _____	1. Yes	2. No			
		<input type="checkbox"/>	<input type="checkbox"/>			
		<input type="checkbox"/>	<input type="checkbox"/>			
		<input type="checkbox"/>	<input type="checkbox"/>			
		<input type="checkbox"/>	<input type="checkbox"/>			
7. Nutrition-related Issues						
7.1.	Has the food consumption of children within the affected areas are eating changed since the emergency / crisis began If so, how?	<input type="checkbox"/> 1. Amount has increased <input type="checkbox"/> 2. Amount is the same <input type="checkbox"/> 3. Amount has decreased				
8. Shelter-related Issues						
8.1.	Are schools / learning spaces being used as collective shelters for IDPs or other groups? If yes, around what proportion?	<input type="checkbox"/> 1. None / only a few (0-25%) <input type="checkbox"/> 2. Some (26- 50%) <input type="checkbox"/> 3. Many (51-75%) <input type="checkbox"/> 4. Almost all / all (76-100%)				
9. Logistics-related Issues						
9.1.	Are the majority of the schools affected by the INSURGENCY are accessible by: A. Ground vehicle? B. Only by motorcycle? C. Only by boat? D. Only on foot?	1. Yes	2. No			
		<input type="checkbox"/>	<input type="checkbox"/>			
		<input type="checkbox"/>	<input type="checkbox"/>			
		<input type="checkbox"/>	<input type="checkbox"/>			
		<input type="checkbox"/>	<input type="checkbox"/>			
10. 3W Information for Education Actors						
10.1.	What data is there from the Education Cluster Inter agency Group? Who is doing what where in Education in YOBE STATE? Map and identify any available statistics?					